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EFFECTIVE METHODS OF TEACHING THE IMAGE OF A TEACHER IN KAZAKH PROSE

Abstract. The article considers new methods of teaching the image of a teacher in Kazakh prose. The place of a teacher in the upbringing of youth and generations through literary works and the consideration of his artistic depiction in Kazakh prose will enrich the topic. Analyzing the essence and content of teaching the great personality of a teacher who educates the young generation through literary works, a comprehensive analysis of the definitions of the concept is made. The purpose of the study is to identify effective ways of educating students through works that define the image of a teacher. Focusing on the concepts of 'teacher' and 'tutor' in the Kazakh worldview, the difference between their role in modern society and their role in literary works is distinguished.

The novelty of the study is that the thematic ideas and searches of Kazakh writers in the creation of the image of a teacher in the methodology of teaching the Kazakh language were analyzed, and effective teaching methods were considered. The study was the first to examine and analyze the methodology for studying the image of a teacher in Kazakh prose, its spiritual, ethical and aesthetic nature. The results of the study have the potential to be used in the methodology of teaching literature and the Kazakh language, in the field of aesthetic education of students in the field of combining language and education.

Keywords: Kazakh prose, literary work, teacher, educator, aesthetic education, artistic image, teaching methods.

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Introduction

In Kazakh prose, the image of a teacher is one of the artistic images that plays an important role in the promotion of spiritual values, the upbringing of the generation and education. Through this image, pupils and students are instilled with the national spirit and moral values, feelings of responsibility and hard work. Therefore, studying the image of a teacher is not only a literary analysis, but also an important tool for educating future specialists. In Kazakh prose, a variety of images and artistic images are comprehensively developed, and each of them has firmly found its place. Among them, along with traditional figures such as women, men, khans and heroes, the image of a teacher also has special significance and occupies a special place in literary works.

The image of a teacher is reflected in many works of art as the main character, and its role in the promotion of education and moral values is comprehensively revealed. However, it is noticeable that the image of a teacher in Kazakh literature is still not deeply covered from a scientific point of view, especially in the direction of studying the teaching process and pedagogical methods. Nowadays, the image of a teacher is often the object of artistic linguistic analysis, and its meaning and role are considered only in the context of literary aspects. At the same time, the concept of a teacher is of great importance in the development of humanity and the upbringing of generations, in the field of education. A teacher is not only a teacher, but also a spiritual leader, educator and a person who shapes the future of society, and his place in society is especially appreciated.

It is the teachers who educate and educate any future poet, writer, scientist, cultural and public figure, citizens ready to hold the reins of the country, and people of various professions. That is why the role of teachers in society is unique and important. In the process of development and prosperity of our modern sovereign country, the increase in spiritual and cultural requirements further strengthens the need to study the image of a teacher. Studying the image of a teacher is an important goal that contributes to strengthening national unity, renewing our national identity, and providing the younger generation with high-quality education and deep upbringing.

There are a number of unresolved issues in the study of the effectiveness of the process of teaching the image of a teacher in Kazakh prose. The most important of them is that the content and methodology of conveying the image of a teacher in the Kazakh national consciousness to students through prose works should be broad and comprehensive. Future teachers should clearly understand and deeply feel their responsibility and spiritual duties in the upbringing of their generation. The fact that the work of a teacher receives due support from society is an important factor in increasing its status. Presently, introducing and glorifying the image of a teacher through literary works determines the relevance and importance of our research work. This is because current students - future teachers - receive the necessary knowledge and experience to become professional masters of their profession through comprehensive knowledge of the image of a teacher in literature. This, in turn, will lead to a deeper understanding of their activities and increase their motivation for work.

The use of effective methods of teaching the image of a teacher in Kazakh prose in the modern pedagogical process is a guarantee of improving the quality of education and achieving successful results in the direction of education. These methods allow us to reveal the deep meaning of works of art, develop the creative abilities of students, and also understand the essence of teaching. In this regard, the study of effective methods of teaching the image of a teacher in Kazakh prose is one of the relevant directions that contribute to the modernization and improvement of the educational process.

Literature review

Scholarly discourse acknowledges that the image of the teacher in literature is deeply intertwined with national traditions, cultural values, and the historical reputation of educators within Kazakh society. In traditional Kazakh culture, the teacher held an esteemed position as a source of wisdom and moral authority. Classical literary works further reinforce this perception by depicting teachers as characters who profoundly influence the ethical and intellectual formation of younger generations.

A range of studies emphasizes that Kazakh oral and written traditions have long cultivated respect toward educators, assigning them the responsibility of shaping the spiritual worldview of society. This is reflected in proverbs, folklore, and early literary narratives. However, in later periods, concerns emerged regarding the diminishing social status of teachers, underscoring the necessity of literary-based pedagogical renewal.

Modern scholars (including Auezov researchers, Kabdolov, Bitibaeva, Aliyeva, and others) analyze the teacher's role within literary texts, focusing on pedagogical influence, methodological implications, and the relevance of problem-based learning in literary education. Nevertheless, the methodological foundations for the systematic teaching of the teacher's image remain underdeveloped, indicating a gap in the pedagogical literature and motivating the present study.

Methodology

The research is based on an integrative methodological framework that combines:

- textual content analysis of literary works illustrating the teacher's image;
- comparative literary analysis of key texts representing pedagogical themes;
- pedagogical methodology grounded in contemporary educational theory;
- problem-based and student-centered learning approaches;
- qualitative evaluation of teaching effectiveness through literary material.

The dual focus on theoretical and practical components ensures a comprehensive approach to determining effective strategies for teaching the teacher's image in literary and pedagogical contexts.

Methods

Content analysis method was used to systematize the textual information related to the image of a teacher in the works was systematically analyzed, and their main pedagogical ideas and educational value were structured. This method allowed us to clarify the content of teaching activities.

In this study, various methods were used to identify effectiveness of teaching the image of a teacher through the Kazakh prose. The study was organized from a theoretical and practical perspectives. It was important to study the works of M. Imanzhanov 'The First Months' and Z. Kabdolov 'My Auezov', which showed the image of a teacher in Kazakh literature (Kabdolov, 1997). 'A teacher was defined as a person with a kind heart who tries to kindle the light of knowledge in every child.'

Literary analysis enhanced to make the analyses of the literary works that reveal the image of a teacher through the Kazakh prose, especially works such as M. Imanzhanov's 'First Months' and Z. Kabdolov's 'My Auezov' which were carefully read and analyzed as research materials. They helped to teach the image of a teacher in Kazakh literature and define teaching methods to students. Using this method, the artistic features and pedagogical ideas of the image of a teacher in the works were identified.

Results and discussion

In literary criticism and pedagogy, the image of a teacher is considered as an image of a person in works of art. He is not only a professional specialist, but also a character who gives spiritual nourishment to the generation, an educator, and a role model. The image of a teacher in Kazakh prose is formed on the basis of national mentality and traditional values, and is a mirror of national identity and spirituality. A teacher is a source of knowledge and education, an important figure who contributes to the spiritual development of society and the formation of moral foundations. In a general sense, a teacher is a person who is not limited to educating a pupil or student, but also forms their personal qualities and sets their life course.

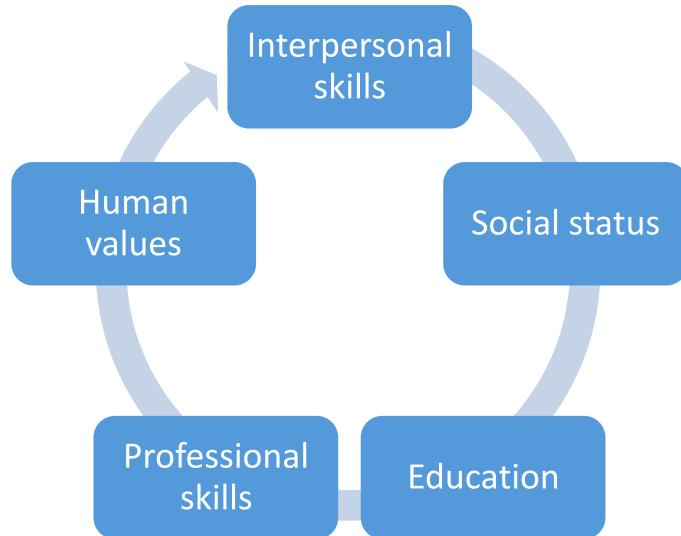
The concept of a teacher occupies a special place in the national consciousness of the Kazakh people, and the status of a teacher was high in traditional life. It is known that in the tradition of our ancestors or in the experience of older generations, there was a practice of listening to poetry for hours, memorizing it, and thereby achieving spiritual maturity. It seems that in the period when there were no special schools and textbooks, the level of mastery of poetry was higher than today. The evidence for this is the fact that it has been passed down from mouth to mouth and has reached the present day, and the fact that a single poem has been transformed into several versions (Zhumakaeva, 2015).

Educational organizations are trying to create an educational environment that affects the mastery of subject content and language. Each subject has its own language style, which can be called the 'scientific language' or 'academic language' of a particular subject. Scientific language is the main tool used to study the content of the subject, improve thinking skills and work with the main concepts of the subject content (Kushmurzina et al, 2018).

Our ancestors have long attached importance to the upbringing of an educated generation. Once upon a time, our ancestors, who were farsighted among the people, would hand over their children to good people who were famous for their science, knowledge or art, saying, 'The bones are mine, the meat is yours'. Among our people, regardless of their age, teachers and mullahs who provide education highly valued. The work of teaching and learning was considered the most rewarding and most valuable work. The image of a teacher is often found in works of art and folk literature in phrases. In works of art related to the concept of a teacher, the phrase 'The best charity is to learn knowledge and teach it to others' is evidence of the high status of an open-minded, educated person and the great respect and honor of a teacher (Mambetov et al, 2018). However, it is known that later, it is often said that the value of a teacher has been lost and his work is being ignored.

It is very important to introduce the image of the teacher in Kazakh prose to students in higher, secondary schools, and educational institutions from a cognitive, educational, and aesthetic perspective by identifying the accumulated ideological and artistic values of the image of the teacher and the peculiarities inherent in his image, as well as the pedagogical and psychological characteristics. It is very important to reveal the characteristics of the embodiment, artistic features, function and status of the image of the teacher in Kazakh prose, to determine the 'ideal' of the teacher in Kazakh knowledge, to study his role, and to propose a methodology for teaching and introducing him [Azatbakhyt et al, 2022].

From a pedagogical point of view, a teacher is an organizer of the educational process, a founder of teaching methods, and a facilitator of the student's personal abilities. His or her function is not limited to providing information, but also includes developing the student's thinking skills, awakening creativity, and forming moral education. In the following Picture 1, we can highlight the main functions and perceptions of the image of a teacher.



Picture 1- Framework of an image of a teacher

In the course of studying the image of a teacher in Kazakh prose, the following main characteristics are identified:

Interpersonal skills: A teacher has the abilities and behaviors that help a personality to communicate, interact and work effectively with others, like listening, conflict resolution, teamwork, empathy verbal and non-verbal communication, and building interpersonal relations.

- Educational role: A teacher not only provides the generation with knowledge, but also forms its spiritual and moral qualities.

- Human values: A teacher is a transmitter of the national traditions and culture of the people to the next generation.

- Professional skills: A teacher's professional level is reflected in his/her relationship with his/her students, in teaching methods.

- Social status: A teacher's status is an important measure of social and moral status in society.

Based on these definitions and conclusions, considering the methods of teaching the image of a teacher in Kazakh prose will allow for a deeper understanding of its content, and for pupils and students to master this image in a comprehensive way.

The characteristics of the artistic mastery of the image of a teacher in Kazakh prose are much different from the presentation of his/her image in prose. The reason for this is that the artistic methods used by authors and Kazakh writers in the artistic image of a teacher in general, the features of presenting the image of a teacher and creating his/her own unique portrait and personality are different. The multifaceted nature and breadth of meaning of the image of a teacher require many ideological searches. In this direction, the fact that Kazakh writers engage in some ideological searches in the image of a teacher can be recognized as the signature of that writer in his own Kazakh prose.

The relevance of opinions about the teacher to the present day is also an important issue. The student, having read and familiarized with the work assigned to him, expands his worldview, and in the future becomes a conscious and educated citizen. Therefore, it is very important to give priority to the role of the image of the teacher in Kazakh prose in providing national

education to young people. Another excerpt from M. Imanzhanov's work 'The First Months': 'The most important duty of a teacher is to instill hope and faith in the heart of a student, to create conditions for the disclosure of his abilities. Each child is unique, therefore the teacher's lesson should also be different.' This excerpt shows that the teacher takes into account the individual characteristics of students and the need to approach each student with an individual (Imanjanov, 1950).

If we delve into the concept of 'teacher', we cannot fail to mention the example of the outstanding educator, innovative teacher-writer of the Kazakh people M. Auezov. In this regard, we can cite another excerpt from Z. Kabdolov's work 'My Auezov': 'Auezov's lessons were always special: he not only gave knowledge on paper, but also preached life lessons and moral values. He was able to prove to his students the importance of honesty and hard work.'

We can conduct a lesson using the following methods while teaching the excerpts. First, let's analyze the problematic questions, for example:

- *Why is kindness in a teacher's heart important?*
- *Is education limited to teaching, or does a teacher have other responsibilities?*
- *What do you understand by the phrase 'every student is a teacher's hand'?*
- *How does a teacher influence a student's life?*

Methods that are appropriate for teaching methods are effective.

- Problem-based learning: The teacher explains that education is not just about providing information, but also about unlocking the potential of the child.
- Project method: Have students create a group project on the topic 'What makes a good teacher?'
- Dialogical learning: Discuss the relationship between a teacher and a student.
- Motivational method: Increase student motivation by praising the teacher's kindness and warmth.

In general, Mukhtar Imanzhanov's novel 'The First Months' is one of the first works in Kazakh literature to depict the image of a teacher. This work describes the first days of a young teacher in a village school, his relationship with students, their upbringing and struggle for education. Through the image of the main character in the novel - a young teacher, the author shows the difficulties of the rural education system, the role of a teacher in society, and his responsibility to his students.

The First Teacher - Ybray, who stands out with his very being in the history of Kazakh literature and the path of the Enlightenment idea, was conveyed to the consciousness of later generations through the life and historical appearance of such a person. The image of the Great Teacher - Ybray is expressed in the novel with an artistic projection based on historical reality. The legend and historical data line developed in parallel in the plot of the novel and logically intertwined on an artistic basis [Ayapova et al, 2020]. It is known that the word teacher came from the Arabic language. In the Arabic-Kazakh explanatory dictionary, the word 'teacher' is given the meanings and synonyms 'teacher, teacher, master'. The concept of a teacher is used in a very broad sense. He is a master who produces scientists, public figures and patriots from his workshop. The people see the fruits of his work, he serves the people.

The novel skillfully depicts the young teacher's first steps in educating village children, their desire for knowledge, and the teacher's love and care for them. Through this image, the author emphasizes the important role of a teacher in society, his responsibility in educating students.

As the main burden of the work, the contradictions in the issues of society and the teacher determine the author's own position in depicting the image of a teacher. Analyzing the above excerpts will reveal to students the role of a teacher in terms of morality and education.

This excerpt reveals the role of a teacher in teaching life values, upbringing and morality. Zeynolla Kabdolov's novel 'My Auezov' is a work in the form of an essay dedicated to the life and work of Mukhtar Auezov. In this work, the author deeply analyzes the personality of his teacher, the great writer Mukhtar Auezov, his teaching, writing, and scientific aspects. The novel-essay comprehensively describes the essence of Auezov's lectures in the university auditorium, his relationship with students, and his contribution to literature. Z. Kabdolov, by introducing the phenomenon of Auezov's teaching in his work, raises his literary image to a new level. Example: In the novel, Zeynolla Kabdolov deeply describes Mukhtar Auezov's lectures in the university auditorium, his relationship with students, his loyalty to science, and his love for the nation. Through this image, the author shows the importance of Auezov's teaching work and his place in society [Kabdolov, 1997]. M. Imanzhanov's 'First Months' and Z. Kabdolov's 'My Auezov' and 'Islands' by A.Tazhibaev represent the image of a teacher in Kazakh literature from different angles Imanzhanov, 1950). All these three works clearly depict the role of a teacher in society, his responsibility in educating students, and the difficulties of the education system. Through these works, the authors show that a teacher is not only a teacher, but also a spiritual teacher of society, a person who shapes the future of the nation.

If there is a ray of goodness in the heart of every person, it is the work of a teacher. Imagine how much sweat he shed to instill that light in the heart of a teenager! Perhaps there is no greater honor and respect in the world than raising a person and making him a citizen?! In the spiritual education of students and instilling in them national values, the works of Ibrai and works dedicated to him can be called an indispensable treasure. By instilling the image of the perfect teacher Ibrai in the knowledge and consciousness of students, it is an indispensable way to explain the dignity of serving one's country faithfully and the path of a great profession. According to methodology of teaching Kazakh literature by K. Aitzhanova and Shokhayev, et al. there are effective teaching methods (Shokhayev et al, 1950).

Table 1 - Effective methods of using works of art in teaching the image of a teacher

	Teaching methods	Description
1	Textual analysis and discussion	After reading excerpts or the full literary text, the main theme and characters of the work, especially the image of the teacher, are analyzed with the students. Students are asked questions and their opinions are listened to. This method develops students' critical thinking and helps to deeply understand the meaning of the work.
2	Teaching through problem questions	Inviting students to think by asking complex questions about the image of the teacher in the work. For example, questions such as: 'What should be the main quality of a teacher?', 'Why should a teacher be kind?' help to reveal the educational meaning of the work.
3	Role - playing games	To give students the opportunity to clearly feel the behavior and relationship of the characters by assigning them the roles of the teacher and the student from the work. Through this method, students comprehensively understand and emotionally perceive the importance of teaching.

4	Written assignments: essay, story	To ask students to write an essay or short story about their teachers or future teachers based on the work. In addition, it is possible to suggest comparing the image of the teacher in the works with the modern teacher.
5	Group discussion	Divide students into several groups and give each group the task of analyzing a certain part or character of the work. The groups share their thoughts and draw conclusions. This method develops communication skills and teaches to take into account different opinions.
6	Use of multimedia tools	Showing videos, lectures or film clips that reflect the image of the teacher on the theme of the work of art enlivens learning and increases students' creative thinking.
7	Instilling critical thinking	Students are encouraged to critically examine the teacher's actions while reading the work, identify their strengths and weaknesses. This method helps students form their own point of view.

Using the above described effective methods while teaching the image of the teacher using literary works make students' learning more interesting and meaningful. Since these methods have great educational value, they play a very important role in developing the professional and moral qualities of future specialists. Through such approaches, students understand the deep meaning of teaching and begin to take responsibility for their future responsibilities.

Who do poets and writers often consider their teachers? For some figures, the person who taught them, for others, the person who came to them every day to give them lessons. Anyone can earn the title of teacher, but becoming a teacher is a very difficult path. Similarly, a teacher can have thousands of students, but a real student is rare. Not everyone can forever retain the image of a teacher in the minds of a student. According to Azatbakhyt, A. Tamaev, A. Kartaeva (2022), by analyzing the work about the great teacher of many writers, the brilliant writer Mukhtar Auezov, one of the figures dedicated to his great teacher, can be said to have created a complete image of his teacher through the poets and writers who listened to his lectures and saw him. Poets tried to portray their entire personality as close to reality as possible, skillfully using artistic metaphors. They revealed their true artistic talent in creating the personality of their teacher (Azatbakhyt et al, 2022).

Aliyeva Zh.A. (2023) stated that the real-life stories deepen students' learning outcomes. For this purpose, it was found that problem-based learning is very effective in the process of literary analysis. Working with additional materials and scientific works is an effective way of this approach. Students are given problem situations, problem questions and tasks, and scientific works are sorted out according to the topic, which motivates them to search for scientific evidence and find a solution to the problem they have raised (Aliyeva, 2023).

When analyzing a literary text, students need to master the basic methodological principles of literary text analysis. This has a great impact on the formation of a future literary specialist. The problematic questions and situations posed to students should guide them in their independent search and finding a solution.

In the stories of writers, the harmony between nature and man, the fate of the characters are realistically depicted. With each reading of his work, the talent of the great artist is revealed and impresses the reader. For example, landscape plays an important role in the work of Mukhtar Auezov. The image of nature becomes a special color in each of his stories and tales, becoming

an integral part of realistic literature. This was also noted by the literary critics, like the wprk comprehensively introduced the image of nature into Kazakh literature, and his work in this area is very high' (Altynsarin, 2022)

When analyzing the story, the effectiveness of the methods of teaching and analyzing the literary text is especially evident. This is the main task of a literature teacher and indicates that reading and analysis are closely related, inseparable processes. The main character in Z. Kabdolov's work 'My Auezov' is his teacher Auezov Mukhtar Omarkhanuly. This work is a memoir or research work dedicated to Auezov, where the author describes the image of Mukhtar Auezov as a teacher, his moral and professional qualities. That is, the main character of the work is the great writer and teacher Mukhtar Auezov. The plot of the story is intertwined with the fate of the character and skillfully depicts the conflict between complex feelings in the inner world of a personality - cruelty and kindness, hypocrisy and honesty. In this context, the writer's artistic skill and the ability to clearly convey his idea in the work are of particular importance. The role of the teacher in analyzing such creative skill is also special: he guides students to understand such complex issues, developing their thinking.

The problem analysis method is one of the most effective methods in teaching literature. K. Bitibaeva in her work 'In-depth Teaching of Literature' emphasizes that this method makes a great contribution to increasing students' knowledge and developing their thinking activity. Problem analysis allows students to identify the main problem of the work and study it in more depth. Using this method, the teacher creates conditions for students to independently search for information and encourages creative thinking. In this regard, students can be offered 4-5 problem questions to analyze the image of the teacher in Mukhtar Auezov's work:

1. *What social or moral issues does the author raise through the character of Baktygul?*
2. *How is the contrast between cruelty and kindness reflected in the work and how does this affect the behavior of the characters?*
3. *How does the image of the teacher influence the idea of the work and the fate of the characters?*
4. *How is the inner turmoil of a person revealed in the story and what philosophical significance does this have?*
5. *How to determine the main idea of the work using the problem analysis method?*

The following task is a role-playing task:

Topic: 'Dialogue between a teacher and a student'

Objectives:

- *To convey the image of a teacher from a work in artistic language;*
- *To show the inner world and feelings of the character;*
- *To understand and analyze the main idea of a literary work.*

Task:

1. *Role plays: Students choose the roles of the main characters in the work of Mukhtar Auezov. For example, to stage a dialogue between Baktygul and his teacher.*
2. *Creating a scenario: Groups develop a short scenario according to their roles, which reflects the relationship between the teacher and the student, their thoughts and feelings.*
3. *Staging: Each group stages its scenario in front of the class.*
4. *Discussion: After the staged performances, a class discussion is held. Students express their thoughts and analyze the connection between the image of the teacher and the main idea of the work.*

Evaluation criteria:

- *Realistic role performance;*
- *Correspondence of the script to the content of the work;*
- *Depth and content of the dialogue;*
- *Active participation in group work.*
- *Using this approach, teachers help students to understand more deeply the complex ideas in literary works, the behavior of characters and their internal conflicts.*

This approach contributes to the integration of knowledge and education and has a great impact on the spiritual growth of future specialists.

- *The task of writing an essay is very important in summing up the lesson.*
- *For example: Topic: 'Teacher is the guarantor of the future of the nation'*

Goal:

- *Understanding the role of the teacher in society;*
- *Developing creative thinking and writing skills;*
- *Showing the importance of the teacher in the upbringing of students.*

Task:

1. *Understanding the topic: Explain to students the meaning of the topic 'Teacher is the guarantor of the future of the nation'.*

2. *Creating a plan: Identify the main ideas and create a plan before writing an essay.*

3. *Writing: Write an essay according to the plan. The essay should include thoughts about the role of the teacher in society, his role in the upbringing of students, and the image of the teacher in the works of Mukhtar Auezov.*

4. *Discussion: After writing the essay, conduct a discussion in the classroom. Students share their thoughts and exchange opinions.*

Evaluation criteria:

- *Disclosure of the topic;*
- *Logical structure and consistency;*
- *Art and clarity of language;*
- *Presence of an individual opinion and its justification.*

These tasks help students develop their creative abilities, deepen their understanding and analysis of the image of the teacher in the works of Mukhtar Auezov.

For example, the importance of teachers is emphasized in the works of Mukhtar Auezov. He includes teachers in poetry as an example of education and upbringing, morality and justice. At the same time, in the prose of Sabit Mukanov and Gabit Musrepov, the characters of teachers open the minds of the younger generation and pave the way for their spiritual growth.

In general, in Kazakh literature, the image of a teacher is often presented as a symbol of the upbringing of a generation, the preservation and revival of national culture. Through teachers, authors promote moral values such as honesty, faith, hard work, greatness to the reader. In addition, the place of teachers in society, their difficulties and dignity are also comprehensively considered in prose.

Thus, Kazakh prose deeply studies the image of a teacher from an artistic point of view, reveals its spiritual and semantic aspects, and promotes national ideas in the field of education and upbringing. Teachers are depicted through literature as individuals who have lit the lamp of kindness and knowledge for generations and instilled faith in the perfect future of society. To

create a human image, the writer needs to consider high-quality material from which to create the image of that teacher. This material is action, event, conflict. It is more important to take into account that a human image cannot be created without it, and the tradition of creating a character with bad characterization is wrong. (Aytzhanova, 2022). Therefore, to put the image of any teacher into a poetic form, to combine it with difficulty, as Abay said, is the achievement of a true poet.

In the analysis of a prose, the 'subject opinion' is aimed at showing the social, ethical, aesthetic, and philosophical problems of the work. These problems are revealed through the idea and conflict of the work. The student has an opportunity to independently solve these problems, think, compare, and form an opinion. Asking questions and expressing opinions during the analysis expands his thinking, helps him to understand the text deeply, and systematically express their point of view. Theoretical questions and tasks help students develop their research skills, analyze the characters and events of the work in relation to today, and express their own opinions. In addition, the use of literary and theoretical concepts increases the quality of the analysis. To present the image of a teacher taken from everyday life in a unique and artistic way is an art that only a true master can master. And the question arises as to how this method can be used in an educational direction. If it is taught as an additional course in secondary schools and universities, the image of our great teachers will become one of the spiritual development and role models of young people. Thanks to this, a sense of patriotism will awaken in young people and respect for national values will increase.

In addition, considering that 'the act of cognition is closely related to emotion,' the educational effect of poetry in the learning process can be enhanced through emotion. This enriches a person's behavior and thinking, and provides a meaningful and meaningful educational effect. Therefore, the use of prose works in teaching the image of a teacher is an effective method of education (Aytzhanova, 2022).

In conclusion, it was found that the works of M.Imanzhanov 'The First Months' and Z.Kabdolov 'My Auezov' occupy a special place in Kazakh literature. If we say that a teacher is an eternal profession, then it is clear that any changes in the social situation due to historical circumstances cannot but affect the education system. In these works, the image of a teacher is presented from different angles, and each of them clearly reflects the spirit of its era, the socio-cultural situation of society. The teacher also changes and adapts to the times. And this situation undoubtedly affects the relationships between the teacher and other people, and most importantly, between teachers and students. It is very important to teach students works that depict the image of a teacher. Each student who comes from the hands of a teacher who guides a child and teaches him to live is his main achievement. Below we can highlight its main aspects (Table 2).

Table 2- The main aspects of teaching 'the image of a teacher'

	Criteria	Description
1	Allowing to understand the image of a teacher	These works reveal the status of a teacher in Kazakh literature, his educational and educational role. Students deeply understand the responsibility and importance of teaching.

2	Promotes educational and moral values	In the works of Auezov and Imanzhanov, the teacher is seen not only as a teacher, but also as an educator, role model, and moral guide. This is important for students' professional and personal development.
3	Helps to understand life experience and values	The works clearly depict the human values of teachers providing students with life guidance, instilling kindness and trust. This inspires students to develop such qualities in their future professions.
4	Increases linguistic and literary competence	The works help to deeply understand the artistic features of the Kazakh language, literary styles, which increases students' interest in literature and linguistics.
5	Allows for the analysis of pedagogical ideas and methodologies	Students can analyze the importance of teaching, teaching methods, and the effectiveness of educational work through the works, which expands their pedagogical horizons. Like other nations, the Kazakh people have a rich experience in raising children, accumulated over time.

Today, the education of young people is a problem that worries us all. Therefore, our main task should be to instill national values, along with innovation, in the growing younger generation. After all, young people are the middle generation of tomorrow, the future. Therefore, reading such works increases students' respect for the teaching profession, forms moral and professional values, and also develops their love for literature and language.

Conclusions

In teaching Kazakh literature, the image of a teacher is widely reflected as a source of knowledge and education, a guide for generations, and a spiritual pillar of society. The image of a teacher is a mirror of national identity and traditional values in Kazakh literature. He is depicted in works not only as a professional specialist, but also as a comprehensive educator, a person who guides people to overcome life's difficulties.

The importance of teaching the image of a teacher in educating young people, as well as its educational and educational aspects, were considered. Through works depicting the image of a teacher, students deeply understand the artistic language of Kazakh literature, moral principles, historical and cultural heritage, and make a great contribution to their pedagogical and personal development. The analysis of the works of M. Imanzhanov 'The First Months' and Z. Kabdolov 'My Auezov' considered in the practical section clearly revealed the deep and multifaceted significance of the image of a teacher in Kazakh literature. Such works show the teacher not only as an educator, but also as a life guide, educator, and role model.

If we say that the teacher's kindness to his students and the special importance of moral education are the main principles of professional activity, then it is important to demonstrate them through works of art. Therefore, teaching these works to students increases their respect for the teaching profession and helps them understand spiritual and moral values. In short, effective teaching of prose by showing the image of a teacher enhances young people to an intellectual struggle between good and evil, justice and kindness and emphasizes the importance of teachers in the upbringing of future generations.

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Қазақ прозасындағы ұстаз бейнесін оқытудың тиімді әдістері

Аңдатпа. Мақалада қазақ прозасындағы ұстаз бейнесін оқытудың жаңаша әдістері қарастырылады. Көркем прозалық шығармалар арқылы жастар мен үрпақ тәрбиесіндегі

ұстаздың орны анықталып, оның қазақ прозасындағы көркем бейнеленуі қарастырылуы тақырыпты өзектендіре түседі. Жас үрпаққа білім беруші ұстаздың ұлы тұлғасын көркем шығармалар арқылы оқытудың мән-мазмұнын талдай отырып, ұғымның анықтамаларына жан-жақты талдау жасалады. Зерттеудің мақсаты – ұстаз бейнесін анықтайтын шығармалар арқылы студенттерге тәлім-тәрбие берудің тиімді жолдарын анықтау. Қазақ дүниетанымындағы «ұстаз», «тәрбиеші» ұғымдарына тоқтала отырып, ұғымның қазіргі қоғамдағы рөлі мен көркем шығармалардағы рөлінің ара жігі ажыратылады.

Зерттеудің жаңалығы – қазақ тілін оқыту әдістемесінде қазақ жазушыларының ұстаз бейнесін сомдаудағы тақырыптық идеялары мен ізденістеріне талдау жасала отырып, оның тиімді оқыту әдістерін қарастырылды. Мақалада қазақ прозасындағы ұстаз бейнесін оқыту, оның рухани-этикалық және эстетикалық болмысын қарастырудың әдістемесі алғаш рет тәжірибеде тексеріліп талданды. Зерттеу нәтижелерін әдебиет пен қазақ тілін оқыту әдістемесінде, тіл мен тәрбиені ұштастырудың студент жастарды эстетикалық тәрбие беру ісінде қолдануға мүмкіндіктер бар.

Түйін сөздер: қазақ прозасы, көркем әдеби шығарма, ұстаз, мұғалім, тәрбие беру, эстетикалық тәрбие, көркем бейне, оқыту әдістері.

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Эффективные методы обучения образу учителя в казахской прозе

Аннотация. В статье рассматриваются инновационные методы обучения через образ учителя в казахской прозе. Особое внимание уделяется месту учителя в воспитании молодежи и последующих поколений посредством литературных произведений, а также художественному воплощению этого образа в казахской прозе, что способствует обогащению темы исследования. Путём анализа сущности и содержания воспитательной деятельности великой личности учителя, формирующего молодое поколение через литературу, проводится комплексный анализ понятий и их определений. Цель исследования - выявление эффективных способов обучения студентов посредством художественных произведений, формирующих образ учителя. Акцент сделан на понятиях «учитель» и «наставник» в казахской картине мира с выделением различий между их ролями в современном обществе и в литературных текстах. Новизна исследования заключается в анализе тематических идей и творческих поисков казахских писателей при создании образа учителя в методике преподавания казахского языка, а также в рассмотрении эффективных методов обучения. Впервые в работе исследована и проанализирована методика изучения образа учителя в казахской прозе с акцентом на его духовно-этическое и эстетическое значение. Полученные результаты имеют практический потенциал для применения в методике преподавания литературы и казахского языка, а также в области эстетического воспитания учащихся, объединяющего язык и образовательный процесс.

Ключевые слова: казахская проза, литературное произведение, учитель, воспитатель, эстетическое воспитание, художественный образ, методы обучения.

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